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| **Term** | **Week 1** | **Week 2** | **Week 3** | | **Week 4** | **Week 5** | | **Week 6** | **Week 7** |  | **Week 1** | | **Week 2** | | **Week 3** | | **Week 4** | | **Week 5** | | **Week 6** | **Week 7** | **Week 8** |
| **Autumn 1 – 6 Weeks & 4 days** | | | | | | | | | | **Autumn 2 – 8 Weeks** | | | | | | | | | | | | |
| **Autumn** | **Number: Place Value**  **4 Weeks**  **Small Steps: 17** | | | | | | **Number: Addition & Subtraction**  **3 Weeks**  **Small Steps: 10** | | **Consolidation/**  **Assessment** | **Number: Addition & Subtraction**  **3 Weeks**  **Small Steps: 10** | **Measurement: Area**  **1 Week**  **Small Steps: 4** | | | **Number: Multiplication & Division A**  **3 Weeks**  **Small Steps: 13** | | | | | | **Number: Multiplication & Division B**  **3 Weeks**  **Small Steps:** | | |
| **Spring 1 – 6 Weeks & 3 days** | | | | | | | | |  | **Spring 2 – 5 Weeks** | | | | | | | | | | | |
| **Spring** | **Measurement: Length & Perimeter**  **2 Weeks**  **Small Steps:** | | | **Number: Fractions**  **4 weeks**  **Small Steps:** | | | | **Consolidation/**  **Assessment** | **Number: Decimals A**  **3 Weeks**  **Small Steps:** | | | | | | | **Number: Decimals B**  **2 Weeks**  **Small Steps:** | | | **Consolidation/**  **Assessment** |  |
| **Summer 1 – 6 Weeks** | | | | | | | | |  | **Summer 2 – 5 Weeks & 4 days** | | | | | | | | | |
| **Summer** | **Measurement: Money**  **2 Weeks**  **Small Steps:** | | | **Measurement: Time**  **2 Weeks**  **Small Steps:** | | | | **Consolidation/**  **Assessment** |  | | **Geometry: Properties of Shape**  **2 Weeks**  **Small Steps:** | | | **Statistics**  **1 Week**  **Small Steps:** | | **Geometry: Position & Direction**  **2 Weeks**  **Small Steps:** | | | | **Consolidation/**  **Assessment** |

YEAR 4 – KS2 Mathematics Curriculum Map 2022 -23

**Year 4 National Curriculum Objectives & White Rose Small Steps**

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| **Autumn** | **Number: Place Value – 4 Weeks** | **Number: Addition & Subtraction - 3 Weeks** | | **Measurement: Area – 1 Week** | | | **Number: Multiplication & Division A –**  **3 Weeks** | | **Number: Multiplication & Division B –**  **3 Weeks** |
| **National Curriculum Objectives** | * + - * count in multiples of 6, 7, 9, 25 and 1,000       * find 1,000 more or less than a given number       * count backwards through 0 to include negative numbers       * recognise the place value of each digit in a four-digit number (1,000s, 100s, 10s, and 1s)       * order and compare numbers beyond 1,000       * identify, represent and estimate numbers using different representations       * round any number to the nearest 10, 100 or 1,000       * solve number and practical problems that involve all of the above and with increasingly large positive numbers       * read Roman numerals to 100 (I to C) and know that over time, the numeral system changed to include the concept of 0 and place value | * add and subtract numbers with up to 4 digits using the formal written methods of columnar addition and subtraction where appropriate * estimate and use inverse operations to check answers to a calculation * solve addition and subtraction two-step problems in contexts, deciding which operations and methods to use and why | | * convert between different units of measure [for example, kilometre to metre; hour to minute] * measure and calculate the perimeter of a rectilinear figure (including squares) in centimetres and metres * find the area of rectilinear shapes by counting squares * estimate, compare and calculate different measures, including money in pounds and pence | | | * recall multiplication and division facts for multiplication tables up to 12 × 12 * use place value, known and derived facts to multiply and divide mentally, including: multiplying by 0 and 1; dividing by 1; multiplying together 3 numbers * recognise and use factor pairs and commutativity in mental calculations * multiply two-digit and three-digit numbers by a one-digit number using formal written layout * solve problems involving multiplying and adding, including using the distributive law to multiply two-digit numbers by 1 digit, integer scaling problems and harder correspondence problems such as n objects are connected to m objects | | * recall multiplication and division facts for multiplication tables up to 12 × 12 * use place value, known and derived facts to multiply and divide mentally, including: multiplying by 0 and 1; dividing by 1; multiplying together 3 numbers * recognise and use factor pairs and commutativity in mental calculations * multiply two-digit and three-digit numbers by a one-digit number using formal written layout * solve problems involving multiplying and adding, including using the distributive law to multiply two-digit numbers by 1 digit, integer scaling problems and harder correspondence problems such as n objects are connected to m objects |
| **White Rose Small steps** | * Step 1: Represent numbers to 1,000 * Step 2: Partition numbers to 1,000 * Step 3: Number line to 1,000 * Step 4: Thousands * Step 5: Represent numbers to 10,000 * Step 6: Partition numbers to 10,000 * Step 7: Flexible partitioning of numbers to 10,000 * Step 8: Find 1, 10, 100, 1,000 more or less * Step 9: Number line to 10,000 * Step 10: Estimate on a number line to 10,000 * Step 11: Compare numbers to 10,000 * Step 12: Order numbers to 10,000 * Step 13: Roman numerals * Step 14: Round to the nearest 10 * Step 15: Round to the nearest 100 * Step 16: Round to the nearest 1,000 * Step 17: Round to the nearest 10, 100 or 1,000 | * Step 1: Add and subtract 1s, 10s, 100s and 1,000s * Step 2: Add up to two 4-digit numbers – no exchange * Step 3: Add two 4-digit numbers – one exchange * Step 4: Add two 4-digit numbers – more than one exchange * Step 5: Subtract two 4-digit numbers – no exchange * Step 6: Subtract two 4-digit numbers – one exchange * Step 7: Subtract two 4-digit numbers – more than one exchange * Step 8: Efficient subtraction * Step 9: Estimate answers * Step 10: Checking strategies | | * Step 1: What is area? * Step 2: Count squares * Step 3: Make shapes * Step 4: Compare areas | | | * Step 1: Multiples of 3 * Step 2: Multiply and divide by 6 * Step 3: 6 times-table and division facts * Step 4: Multiply and divide by 9 * Step 5: 9 times-table and division facts * Step 6: The 3, 6 and 9 times-tables * Step 7: Multiply and divide by 7 * Step 8: 7 times-table and division facts * Step 9: 11 times-table and division facts * Step 10: 12 times-table and division facts * Step 11: Multiply by 1 and 0 * Step 12: Divide a number by 1 and itself * Step 13: Multiply three numbers | | * Released November 2022 |
| **Spring** | **Measurement: Length & Perimeter – 2 Weeks** | | **Number: Fractions – 4 Weeks** | | | **Number: Decimals A – 3 Weeks** | | | **Number: Decimals B– 2 Weeks** |
| **National Curriculum Objectives** | • convert between different units of measure [for example, kilometre to metre; hour to minute]  • measure and calculate the perimeter of a rectilinear figure (including squares) in centimetres and metres  • find the area of rectilinear shapes by counting squares  estimate, compare and calculate different measures, including money in pounds and pence | | * recognise and show, using diagrams, families of common equivalent fractions * count up and down in hundredths; recognise that hundredths arise when dividing an object by 100 and dividing tenths by 10 * solve problems involving increasingly harder fractions to calculate quantities, and fractions to divide quantities, including non-unit fractions where the answer is a whole number * add and subtract fractions with the same denominator * recognise and write decimal equivalents of any number of tenths or hundreds * recognise and write decimal equivalents to , , * find the effect of dividing a one- or two-digit number by 10 and 100, identifying the value of the digits in the answer as ones, tenths and hundredths * round decimals with 1 decimal place to the nearest whole number * compare numbers with the same number of decimal places up to 2 decimal places * solve simple measure and money problems involving fractions and decimals to 2 decimal places | | | * count up and down in tenths; recognise that tenths arise from dividing an object into 10 equal parts and in dividing one-digit numbers or quantities by 10 * recognise, find and write fractions of a discrete set of objects: unit fractions and non-unit fractions with small denominators * recognise and use fractions as numbers: unit fractions and non-unit fractions with small denominators * recognise and show, using diagrams, equivalent fractions with small denominators * add and subtract fractions with the same denominator within one whole [for example, 5/7 + 1/7 = 6/7 ] * compare and order unit fractions, and fractions with the same denominators * solve problems that involve all of the above | | | * round decimals with 1 decimal place to the nearest whole number * compare numbers with the same number of decimal places up to 2 decimal places * solve simple measure and money problems involving fractions and decimals to 2 decimal places |
| **White Rose Small steps** | * Released November 2022 | | * Released November 2022 | | | * Released November 2022 | | | Released November 2022 |
| **Summer** | **Measurement: Money – 2 Weeks** | | **Measurement: Time – 2 Weeks** | | **Geometry: Properties of Shape – 2 Weeks** | | | **Statistics – 1 Week** | **Geometry: Position & Directions – 2 Weeks** |
| **National Curriculum Objectives** | * convert between different units of measure [for example, kilometre to metre; hour to minute] * estimate, compare and calculate different measures, including money in pounds and pence | | * convert between different units of measure [for example, kilometre to metre; hour to minute] * read, write and convert time between analogue and digital 12- and 24-hour clocks * solve problems involving converting from hours to minutes, minutes to seconds, years to months, weeks to days | | * compare and classify geometric shapes, including quadrilaterals and triangles, based on their properties and sizes * identify acute and obtuse angles and compare and order angles up to 2 right angles by size * identify lines of symmetry in 2-D shapes presented in different orientations * complete a simple symmetric figure with respect to a specific line of symmetry | | | * interpret and present discrete and continuous data using appropriate graphical methods, including bar charts and time graphs * solve comparison, sum and difference problems using information presented in bar charts, pictograms, tables and other graphs | * describe positions on a 2-D grid as coordinates in the first quadrant * describe movements between positions as translations of a given unit to the left/right and up/down * plot specified points and draw sides to complete a given polygon |
| **White Rose Small steps** | * Released in March 2023 | | Released in March 2023 | | * Released in March 2023 | | | * Released in March 2023 | * Released in March 2023 |